Southend High School for Boys



PUPIL PREMIUM STATEMENT 2025-26

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southend High School for Boys
Number of pupils in school	1317
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Mr John Brandon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Southend High School for Boys is a high performing school that has been providing students from across the Southend area with an outstanding Grammar School Experience since 1897. We intend to provide all of our students, regardless of their background or socioeconomic status with a broad and rich education that will enable them to reach their maximum potential and live successful and fulfilled lives.

This pupil premium strategy will outline the framework that we will use to help us achieve this goal. Southend High School for Boys has a relatively low number of pupil premium students when compared to the national mean average. Our pupil premium students consistently make better progress than the national average. Whilst the vast majority achieve superb results, there are sometimes a small group who make less progress than their non-pupil premium peers.

In line with the Education Endowment Foundation guidance, this strategy will form the basis of a long term, tiered approach that will focus on the following key areas:

- Development of teaching and learning
- Academic Intervention
- Wider Approaches

These tiers form the basis of our strategy and will be implemented as part of a three year plan to develop a collective culture of providing our disadvantaged students with the best possible educational experience.

We will review this plan on an annual basis to consider our changing learner needs and evaluate the impact of our actions

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Not all children have access to healthy food
2	Some PP students were not able to prepare fully for GCSE examinations
3	Sometimes, individual PP students do not achieve as well or better than their peers.

4	Some PP students do not join in with any extra-curricular school activities
5	
6	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Healthy Food (1) We know that children succeed better when they are consuming healthy, nutritious food. We will ensure all PP children are utilising the allowance of FSM each day.	All FSM children to utilise their allowance and feel happy and secure
Academic Progress (2) Using funds and working closely with HoD's we will ensure a strong, targeted Easter Revision School is created with all PP students able to access bespoke revision with subject specialists	Pupil Premium Pupils will perform in line with or better than their peers
Teaching and Learning (3) All staff to receive training focused on EEF research and the Sutton Trust Toolkit, to ensure that the most effective teaching strategies are employed within the classroom. We will also link our work with Dillon Williams and formative feedback to help target the PP students in lessons to help them achieve their potential. PP Coordinator meetings are powerful tools as well to give the PP leaders the understanding to help those in need	Pupil Premium Pupils will perform in line with or better than their peers. Pupil Premium students can talk about their own learning,
Participation in enrichment activities (4) SHSB already provides a large number of opportunities for students to participate in extra-curricular activities. We will continue to	All Pupil Premium students will regularly attend at least one extra-curricular activity. Membership of clubs and participation in enrichment activities will be closely tracked via SHSB passport.

promote participation amongst our PP students Increased enrichment opportunities such as being able to take part in field trips, student voice, drama lessons and performances, local and national competitions such as maths challenges and the Jack Petchey Speak Out Challenge.	Staff to hold regular meetings with these students to monitor and track their progress.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly staff training sessions for all staff sharing best practice. {Particular emphasis on ECTs.	The most effective pupil premium strategies require a collective understanding of how 'disadvantage' impacts upon pupils learning and how the school will address this impact (M. Rowland). https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf All teachers must be familiar with the pupil premium students within their groups and during the PP Coordinator meetings we will ensure that this toolkit is used to help teachers.	2,3
High impact classroom strategies shared and implements by all teaching staff across all key stages. The EEF toolkit will provide the basis from strategies used within the classroom	The EEF is a widely respected and valued resource, with research specifically focused on the use of pupil premium Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	2,3
High impact work in formative feedback to en-	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,3,4

sure all teachers are able to implement this powerful tool within the classroom. This work is our EEF pilot scheme with Dillon Williams.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Easter Revision School Broken down into small, targeted groups PP children will have access to the best subject specialists to help them prepare effectively for GCSE examinations	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Small group tuition | EEF (educationendowmentfoundation.org.uk)	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all Pupil Premium students	A DFE EdTech survey demonstrated that access to devices and the ability to access	1,2,3,4

have access to all that they need to help them learn effectively – both at home and school. Achieved through an annual survey to all families asking questions about the quality of provision and any barriers to learning (at home or at school). This can include essential travel.	resources online is a major barrier to learning. Education Technology (EdTech) Survey 2020-21 (publishing.service.gov.uk)	
Access to healthy and nutritious food	We will work closely with the ICT department to check that FSM children are using their allowance effectively.	1, 2 , 3
Ensure that all PP students are actively involved in extracurricular activities through the development of the SHSB passport.	Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a wellrounded education. https://nces.ed.gov/pubs95/web/95741.asp	4

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2024/25 there were 80 disadvantaged students on roll, including 8 in Year 11.

100% of our Pupil Premium students achieved a minimum of Grade 7 in 5 or more subjects including English and Maths at GCSE. Our Progress 8 score for Pupil Premium students was 1.08 (non-PP 0.81) however this wasn't published as there was a lack of data for these children at KS2.

The attendance of Free School Meals/disadvantaged students in all year groups was above 95% which is line with the school target

Our student engagement with the Seneca Pro and GCSE pod learning platforms are exceptionally high. Pupils talk of the effective learning opportunities that are offered, as do staff.

Whilst precise data analysis is difficult given the mechanisms for calculating grades as there was no KS2 data for this cohort, ambitious targets have been set for the 2026 examination series. These include a Progress 8 target of 0.7 for Pupil Premium children, together with 100% Grade 5+ in English and Maths.

We know that from early 'Learning Walks' formative feedback is being firmly embedded within the school classrooms and we should see this come to fruition in the summer examination season.

We have also found the EEF (Education Endowment Foundation) teaching and learning toolkit an invaluable resource, as well as linking this toolkit to our termly PP Coordinator meetings, it has been pleasing to see the PP culture embedded firmly within the school culture. Whilst this has been used to plan our CPD across the school this year, it is extremely helpful in enabling us to target specific strategies in our work with Pupil Premium students, knowing that they have been tested and proven effective.

We are proud of our work in this important area of school life. Our Pupils Premium students are known, encouraged and supported by teachers and support staff across the school site, and we will continue to work hard to create a environment within which our most disadvantaged students can thrive.